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Federal Assistance for Programs Serving the Handicapped

By Betty M. Schmidt

For the first time in five years, a regular appropriations bill was signed by the President on October 31 for the Departments of Labor, Health and Human Services, and Education and Related Agencies. The law (P.L. 98-139) established a FY 1984 budget to fund programs through September 30, 1984. In previous years, the programs were kept in operation under continuing resolutions.

A second major law affecting Department of Education programs, P.L. 98-199, signed on December 2, was the Education of the Handicapped Amendments of 1983, which reauthorized sections of the Act for the next three years. The law also includes authority for creating a \$6 million transition program to help handicapped students prepare for employment, independent living and post-secondary education. Money for the new transition program had already been included in the FY 1984 appropriations law, P.L. 98-139.

Authority for vocational rehabilitation state grants and for a number of discretionary programs previously authorized under the Rehabilitation Act of 1973 was included in the Education of the Handicapped Amendments. A conference on the 1973 Rehabilitation Act, as amended, which had expired on September 30, 1983, is scheduled for late January 1984. A revised Rehabilitation Act will be considered by Congress at that time.

The following list comprises major programs serving handicapped individuals. Programs which serve the general population but are legislatively mandated to spend a certain percentage on serving handicapped individuals, such as Head Start or Vocational Education, are not included. Many programs which serve the general population or certain target groups like the elderly or poor and mention the handicapped in their program descriptions are not included in this brief summary, and fund seekers should review the *Catalog of Federal Domestic Assistance* (CFDA) to find additional leads.

The programs listed below include the title and the OMB catalog number from the CFDA, the program objectives, use restrictions, applicant eligibility, FY 1983 appropriation level and FY 1984 estimate, and a contact office in the Federal Government. The appropriation levels were taken from various sources—the CFDA, the conference report for the Labor, Health and Human Services, Education and Related Agencies appropriations bill, an Internal Department of Education chart, and direct contact with program offices.

Telephone numbers for Department of Education programs have been omitted because of a major move of personnel and the pending introduction of the telephone centrex system. The new telephone numbers will be printed in a future issue of *Programs for the Handicapped*.

Categorically Funded Programs

Education for the Handicapped Programs:

Mail inquiries about the following programs should be addressed, with the program title and division, to: Special Education Programs, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202. The name of the division is included under each program under *Contact*.

84.027—Handicapped Preschool and School Programs (Part B, Education of the Handicapped Act). (See also "Preschool Incentive Grants" below.)

Objectives: To provide grants to states to assist them in providing a free appropriate education to all handicapped children.

Uses and Use Restrictions: Funds are used, in accordance with the priorities in the Act, to provide the special education and related services needed to make a free appropriate education available to all handicapped children in the State.

Applicant eligibility: State education agencies in the 50 states, District of Columbia, Puerto Rico, American Samoa, Northern Mariana Island, Guam, Virgin Islands, and Trust Territory of the Pacific Islands, may apply to the Department of Education for participation in the Part B, EHA program under Sections 611 and 619. The Department of the Interior, Bureau of Indian Affairs, is eligible for a grant under Section 611. Once states begin participating, local education agencies may apply to their state education agency for funds.

Appropriations: FY 1983, \$1,017,900,000; FY 1984 estimate, \$1,043,875,000.

Contact: Division of Assistance to States (address above).

84.027—Preschool Incentive Grants (Part B, Section 619, Education of the Handicapped Act).

Objectives: To stimulate state and local education agencies to expand educational services to handicapped preschool children, aged 3-5, thereby increasing their opportunities to benefit from early education intervention.

Applicant eligibility: State education agencies must submit an application which meets the requirements of Section 619 of P.L. 94-142 and have an approved program plan under Section 611. Local education agencies apply to their state agencies for funds.

Appropriations: FY 1983, \$25,000,000; FY 1984 estimate, \$26,330,000.

Contact: Division of Assistance to States.

84.025—Handicapped Innovative Programs—Deaf-Blind Centers (Centers and Services for Deaf-Blind Children).

Objectives: To establish model single state and multi-state centers to provide all deaf-blind children the following: 1) comprehensive diagnostic and evaluative services; 2) a program for their education, adjustment, and orientation; and 3) effective consultative services for their parents, teachers, and others involved in their welfare.

Uses and Use Restrictions: Grants and/or contracts may be used to provide those services listed under "Objectives" above and in addition, in-service training and dissemination of materials and information.

Applicant eligibility: Public or private nonprofit agencies, organizations, or institutions. A grant or contract shall be made only if the Assistant Secretary of the Office of Special Education and Rehabilitative Services determines that there is satisfactory assurance that the center will provide such services as stated in P.L. 91-230, Part C, Section 622 (d) (A,B,C), Title VI, Education of the Handicapped Act.

Appropriations: FY 1983, \$15,360,000; FY 1984 estimate, \$15,000,000.

Contact: Division of Innovation and Development.

84.086—Innovative Programs for Severely Handicapped Children (Programs for Severely Handicapped Children and Youth).

Objectives: To improve and expand innovative educational/training services for severely handicapped children and youth; and improve the acceptance of such people by the general public, professionals, and possible employers.

Uses and Use Restrictions: Contracts must be designed to provide innovative approaches to education/training services to severely handicapped children and youth in deinstitutionalized and/or integrated settings, inservice training of staff, services to parents, and dissemination of materials and information. Teacher preparation is outside of program intent, except to the extent necessary for support of an approvable program. Evidence of coordination of project with agencies serving the same population must be provided including the indication of consonance of the project with the state planning for handicapped children.

Applicant eligibility: Public and nonprofit private agencies, organizations, or institutions, including state departments of special education, intermediate or local educational agencies, institutions of higher learning, professional organizations and volunteer associations.

Appropriations: FY 1983, \$2,880,000; FY 1984 estimate, \$4,000,000.

Contact: Division of Innovation and Development.

84.024—Handicapped Early Childhood Assistance (Early Education Program).

Objectives: To support demonstration, dissemination, and state implementation of model preschool and early childhood projects for handicapped children.

Uses and Use Restrictions: Grants are given for project development models that exemplify services to handicapped children from birth through eight years of age with emphasis below age six. Parent participation, dissemination of information to the professional community and general public, and evaluation of the effectiveness of each project are included.

Applicant eligibility: Public agencies and private nonprofit organizations.

Appropriations: FY 1983, \$16,800,000; FY 1984 estimate, \$21,100,000.

Contact: Division of Innovation and Development.

84.078—Regional Education Programs for Deaf and other Handicapped Persons (Regional Education Programs).

Objectives: To develop and operate specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf or other handicapped persons.

Uses and Use Restrictions: The Secretary is authorized to make grants to or contracts with institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies for the development and operation of specially designed or modified programs of vocational, technical, postsecondary, or adult education for deaf and other handicapped persons.

Applicant eligibility: Institutions of higher education, including junior and community colleges, vocational and technical institutions, and other appropriate nonprofit educational agencies.

Appropriations: FY 1983, \$2,832,000; FY 1984 estimate, \$5,000,000.

Contact: Division of Innovation and Development.

84.023—Handicapped Research and Demonstration.

Objectives: To improve the education of handicapped children through research and development projects, and model programs (demonstrations).

Uses and Use Restrictions: To support research and related activities including model programs designed to improve the education of handicapped children, including physical education and recreation.

Applicant eligibility: State or local educational agencies, public and private institutions of higher learning, and other public or private educational or research agencies and organizations are eligible to participate in the program; only nonprofit organizations are eligible for grants.

Appropriations: FY 1983, \$12,000,000; FY 1984 estimate, \$15,000,000.

Contact: For research: Research Projects Section, Divi-

sion of Educational Services For model programs: Division of Innovation and Development.

84.026—Handicapped Media Services and Captioned Films (Media Materials; Technology for the Handicapped).

Objectives: To maintain a free loan service of captioned films for the deaf and instructional media for the educational, cultural, and vocational enrichment of the handicapped. Provide for acquisition and distribution of media materials and equipment; provide contracts and grants for research into the use of media, and train teachers, parents, and others in media utilization.

Uses and Use Restrictions: Contracts and grants may be given to conduct research into the use of educational and training films and other educational media for the handicapped. Contracts and grants also provide for the training of teachers, parents and others who work with the handicapped in the use of educational media. The program is authorized to acquire, produce and distribute films and other related media, and media equipment. The captioned general-interest films are limited to deaf users.

Applicant eligibility: Public and private agencies, organizations, or groups may submit proposals and applications for projects to the Division of Educational Services.

Appropriations: FY 1983, \$12,000,000; FY 1984 estimate, \$14,000,000.

Contact: Division of Educational Services.

84.028—Handicapped Regional Resource Centers.

Objectives: To establish regional resource centers which provide advice and technical services to educators for improving education of handicapped children.

Uses and Use Restrictions: To pay all or part of the cost of establishing and operating regional resource centers for improving education of the handicapped.

Applicant eligibility: Institutions of higher education, state education agencies, or combinations of such agencies or institutions (such combinations may include one or more local educational agencies) within particular regions of the United States, are eligible to participate in this program.

Appropriations: FY 1983, \$4,130,000; FY 1984 estimate, \$4,500,000.

Contact: Division of Assistance to States.

84.030—Handicapped Teacher Recruitment and Information.

Objectives: To disseminate information which can help parents, consumer organizations, professionals and others interested in special education in making decisions that affect the education and general well-being of handicapped children.

Uses and Use Restrictions: (1) To disseminate educational and related information to parents and others interested in the well-being of handicapped children; (2) to

help parent/consumer groups provide information and referral services; (3) to encourage schools to respond to the special needs of handicapped children by providing them with factual information on what can be done by and for handicapped people.

Applicant eligibility: Public or nonprofit agencies, organizations, or institutions, public or private agencies, organizations, or institutions, or supported schools.

Appropriations: FY 1983, \$720,000; FY 1984 estimate, \$1,000,000.

Contact: Division of Innovation and Development.

64.029—Training Personnel for the Education of the Handicapped.

Objectives: To improve the quality and increase the supply of teachers, supervisors, administrators, researchers, teacher educators, speech correctionists, and other special personnel such as specialists in physical education and recreation, paraprofessionals, vocational/career education, volunteers including parent and parent coalitions. Training of chief academic officers, chief school officers, supervisors and administrators also is an objective.

Uses and Use Restrictions: Grants may be used for undergraduate, graduate, and summer traineeships, special study institutes, and special projects. Project applications from institutions of higher education or other public and/or private nonprofit agencies are subject to evaluation and recommendation by field reviewers with final approval resting with the Secretary of Education. State and local educational agencies are eligible to apply. Funds may be obligated for student's stipends, dependency allowances, or institutional support. Grants to state educational agencies may include programs for preparation of physical educators and/or recreation personnel if such educators and personnel are certified (or certifiable) under applicable state law.

Applicant eligibility: Applications for grants may be submitted by institutions of higher education, both public and private senior colleges and community colleges, and state and local educational agencies. Other nonprofit public and private agencies are eligible for participation.

Appropriations: FY 1983, \$49,300,000; FY 1984 estimate, \$55,540,000.

Contact: Division of Personnel Preparation.

84.009—Program for Education of Handicapped Children in State Operated or Supported Schools (P.L. 89-313).

Objectives: To extend and improve comprehensive educational programs for handicapped children enrolled in state-operated or state-supported schools.

Uses and Use Restrictions: Funds may be used for projects providing educational and related services as needed such as instruction, physical education, mobility training, counseling, prevocation and vocational education, teacher and teacher aide training, construction and equipment in state-operated or state-supported schools.

or eligible public schools. Restrictions on the use of these funds include construction and installation of equipment in non-public schools, nonessential construction or remodeling; or projects predominantly for persons over 20 or beyond 12th grade.

Applicant eligibility: State agencies are eligible for participation. Local educational agencies may participate on behalf of children who were formerly enrolled in state agencies and for at least one school year and counted in Average Daily Attendance who then left the state agency to participate in an appropriately designed special education program at the local level.

Appropriations: FY 1983, \$146,520,000; FY 1984 estimate, \$146,520,000.

Contact: Division of Assistance to States.

Catalog number not assigned—Special Studies of P.L. 94-142.

Objectives: To collect and analyze sufficient data to adequately reflect the effectiveness of federal, state, and local efforts to provide a free, appropriate public education to all handicapped children. These studies are reflected in the required annual report to Congress on the implementation of P.L. 94-142.

Appropriations: FY 1983, \$480,000; FY 1984 estimate, \$3,100,000.

Contact: Division of Educational Services.

Catalog number not assigned—Secondary Education and Transitional Services for Handicapped Youth Program.

Objectives: To help handicapped students prepare for employment, independent living, and post-secondary education.

Applicant eligibility: Institutions of higher education, state educational agencies, local educational agencies, or other appropriate public and private nonprofit institutions or agencies—including the state job training coordinating councils and service delivery area administrative entities established under the Job Training Partnership Act (P.L. 97-300).

Appropriations: FY 1984 estimate, \$6,000,000.

Contact: Division of Educational Services.

Rehabilitation Services and Handicapped Research Programs:

84.133—National Institute of Handicapped Research
(address below).

Objectives: To support research and its utilization to improve the lives of people of all ages with physical and mental handicaps, especially the severely disabled through: 1) identifying and eliminating causes and consequences of disability; 2) maximizing the health, physical and emotional status of handicapped persons, their functional ability, self-sufficiency, self-development and per-

sonal autonomy; 3) preventing or minimizing personal and family, physical, mental, social, educational, vocational and economic effects of disability; and 4) reducing and eliminating physical, social, educational, vocational and environmental barriers to permit access to service and assistance and to use their abilities in daily life.

Uses and Use Restrictions: Grants, cooperative agreements, and contracts are awarded for innovative research and demonstrations of national significance that are responsive to general policies established by the National Council on the Handicapped and to the long-range research plan developed by the Director of the Institute in response to Section 202(g) of the Rehabilitation Act of 1973, as amended. All applications must meet standards of excellence in research or evaluation design.

Applicant eligibility: Grants and cooperative agreements may be made to and contracts with states, public, private, or nonprofit agencies and organizations, including institutions of higher education for research projects and specialized research activities.

Appropriations: FY 1983 estimate, \$31,560,000; FY 1984 estimate, \$36,000,000.

Contact: Director, National Institute of Handicapped Research, U.S. Department of Education, 330 C Street, S.W., Washington, DC 20202.

Catalog number not assigned—National Council on the Handicapped (address below).

Objectives: The Council was established by the 1978 Amendments to the Rehabilitation Act to set general policies for the National Institute of Handicapped Research; advise the Commissioners of the Rehabilitation Services Administration and of the Developmental Disabilities Administration, the appropriate Assistant Secretaries in the Department of Education and the Department of Health and Human Services, and the Director of the National Institute of Handicapped Research on the development of programs to be carried out under the Act; and review and evaluate Federal programs and research concerned with disability and handicapped persons.

Appropriations: FY 1983, \$193,000; FY 1984 estimate, \$500,000.

Contact: National Council on the Handicapped, Room 3123 Switzer Building, 330 C Street, S.W., Washington, DC 20202.

Mail inquiries about the next four programs should be addressed to the Rehabilitation Services Administration, with the division listed under "Contact," 3213 Switzer Building, 330 C Street, S.W., Washington, DC 20202.

84.126—Rehabilitation Services and Facilities—Basic Support Program.

Objectives: To provide vocational rehabilitation services to persons with mental and/or physical handicaps. Priority service is placed on needs of those persons with the most severe disabilities.

Uses and Use Restrictions: Federal and state funds are used to cover the costs of providing rehabilitation services which include: diagnosis, comprehensive evaluation, counseling; training, reader services for the blind, interpreter services for the deaf, and employment placement. Also assist with payment for medical and related services and prosthetic and orthotic devices, transportation to secure vocational rehabilitation services, maintenance during rehabilitation, tools, licenses, equipment, supplies, and other goods and services; vending stands for handicapped persons including management and supervisory services; and assistance in the construction and establishment of rehabilitation facilities. Services are provided to families of handicapped individuals when such services will contribute substantially to the rehabilitation of such individuals who are being provided vocational rehabilitation services.

Applicant eligibility: State agencies designated as the sole state agency to administer the vocational rehabilitation program.

Appropriations: FY 1983, \$943,900,000; FY 1984 estimate, \$1,003,900,000.

Contact: Office of Program Operations.

84.128—Rehabilitation Services—Special Projects.

Objectives: To provide funds to state vocational rehabilitation agencies and public nonprofit organizations for projects and demonstrations which hold promise of expanding and otherwise improving services for groups of mentally and physically handicapped individuals over and above those provided by the Basic Support Program administered by states.

Uses and Use Restrictions: Client assistance, American Indians, projects with industry, severely disabled, and migrant workers, and recreational services. Grants must substantially contribute to solution of vocational rehabilitation problems common to special groups of the physically and mentally handicapped population. For example: Projects to prepare handicapped individuals for gainful employment in the competitive labor market; payment to cover cost of establishing programs to expand or improve rehabilitation services for the severely handicapped.

Applicant Eligibility: Projects with industry-employers and other organizations, and all other public or private nonprofit institutions or organizations. Grants cannot be made directly to individuals. Client assistance projects and migrant farm worker projects are funded by grants to state rehabilitation agencies and American Indian services for governing bodies of Indian tribes. Other categories: states and public and nonprofit agencies and organizations.

Appropriations: FY 1983, \$31,094,000; FY 1984 estimate, \$37,600,000.

Contact: Division of Special Projects.

84.132—Centers for Independent Living.

Objectives: To provide independent living services to se-

verely handicapped individuals to assist them to function more independently in family and community settings or secure and maintain appropriate employment.

Uses and Use Restrictions: Federal funds are used for the establishment and operation of independent living centers which offer a combination of services. Among the services are referrals regarding attendant care, provision of attendant care, training in independent living skills, referral and assistance in housing and transportation, peer counseling, and advocacy. Handicapped individuals must be substantially involved in policy direction and management and will be employed by centers established under this authority.

Applicant eligibility: The principal eligible applicant is the state vocational rehabilitation agency; however, if a state agency fails to apply for a grant within six months after they are available, then any local public or private nonprofit agency may apply directly.

Appropriations: FY 1983, \$19,400,000; FY 1984 estimate, \$19,400,000.

84.129—Rehabilitation Training.

Objectives: To support projects to increase the numbers and improve the skills of personnel trained in providing vocational rehabilitation services to handicapped individuals.

Uses and Use Restrictions: Training grants are provided only in fields directly related to the vocational rehabilitation of the physically and mentally disabled, such as rehabilitation counseling, rehabilitation medicine, physical and occupational therapy, prosthetics-orthotics, speech pathology and audiology, rehabilitation of the blind and the deaf.

Applicant eligibility: State vocational rehabilitation agencies, and other public or nonprofit agencies and organizations, including institutions of higher education.

Appropriations: FY 1983, \$19,200,000; FY 1984 estimate, \$22,000,000.

Contact: Division of Resource Development.

Developmental Disabilities Programs:

Mail inquiries about the following programs should be addressed to the Administration on Developmental Disabilities, Department of Health and Human Services, 200 Independence Avenue, S.W., Room 340E HHH Building, Washington, DC 20201.

13.630—Administration on Developmental Disabilities—Basic Support and Advocacy Grants.

Objectives: To assist states in the provision of comprehensive services to assure that developmentally disabled persons receive services necessary to enable them to achieve their maximum potential through a comprehensive system of services and which insures the protection of their legal and human rights.

Uses and Use Restrictions: (A) Allotments under basic formula grant may be used for state or local planning and administration relating to services and facilities for persons with developmental disabilities, and for providing assistance to public or private nonprofit agencies for the delivery of services; funds for administrative costs may not exceed five percent of a state's allotment or \$50,000, whichever is less. (B) Allotments for protection and advocacy of rights of persons with developmental disabilities may be used to assist states in effecting a system which will have authority to pursue legal and other remedies to assure protection of rights of the developmentally disabled people within the state.

Applicant eligibility: Designated state agencies of the respective states and the District of Columbia, Puerto Rico, Virgin Islands, Guam, Northern Mariana Islands, American Samoa, and Trust Territory of the Pacific Islands; except that designated agencies receiving allotments for protection and advocacy of rights of the developmentally disabled must be independent of any agency which provides services to the developmentally disabled.

Appropriations: FY 1983, \$50,500,000; FY 1984 estimate, \$52,150,000.

Contact: Administration on Developmental Disabilities, (202) 245-2890.

13.631—Administration on Developmental Disabilities—Special Projects.

Objectives: To provide support for projects to improve the quality of services to the developmentally disabled; public awareness and informational programs; demonstration of new or improved service techniques and service delivery; training; coordination of available community resources; providing technical assistance; to strengthen and assist the State Developmental Disabilities Protection and Advocacy Agencies; to assist the State Developmental Disabilities Councils and other agencies to further their deinstitutionalization planning and implementation; to strengthen the national network of developmental disabilities University Affiliated Programs and related agencies; and to improve the quality of deinstitutionalization efforts.

Uses and Use Restrictions: Project grants are approved for personnel, equipment, travel, supplies, etc. Duplicate Federal assistance is precluded.

Applicant eligibility: States, political subdivisions of states, other public agencies, and nonprofit organizations are eligible.

Appropriations: FY 1983, \$2,500,000; FY 1984 estimate, \$2,447,000.

Contact: Administration on Developmental Disabilities, (202) 245-2890.

13.632—Administration on Developmental Disabilities—University Affiliated Facilities.

Objectives: To assist with the cost of administration and operation of facilities for (1) providing interdisciplinary

training for personnel concerned with developmental disabilities; (2) demonstrations of the provision of exemplary services related to the developmentally disabled; and (3) demonstration of findings related to the provision of services.

Uses and Use Restrictions: Salaries for administrators, coordinators, and others needed to operate a training facility such as clerical and financial personnel, maintenance and housekeeping personnel, overhead expenses, and expenses required to start up new programs; faculty for training programs which will meet critical manpower shortages and are not eligible for support from other sources. Health-related faculty and traineeship support are not available under this program.

Applicant eligibility: A public or nonprofit facility which is associated with, or is an integral part of a college or university and which aids in demonstrating the provision of specialized services for the diagnosis and treatment of persons with developmental disabilities, and which provides interdisciplinary and training for personnel concerned with developmental disabilities and the developmentally disabled.

Appropriations: FY 1983, \$7,500,000; FY 1984 estimate, \$7,413,000.

Contact: Administration on Developmental Disabilities, (202) 245-2890.

Housing Program:

14.157—Housing for the Elderly or Handicapped (202).

Objectives: To provide for rental or cooperative housing and related facilities (such as central dining) for the elderly or handicapped.

Uses and Use Restrictions: Direct loans may be used to finance the construction or rehabilitation of rental or cooperative detached, semidetached, row, walk-up or elevator-type structures.

Applicant eligibility: Private nonprofit corporations and consumer cooperatives. Public bodies and their instrumentalities are not eligible Section 202 applicants.

Appropriations: FY 1983, \$634,200,000; FY 1984 estimate, \$476,000,000.

Contact: HUD Area or Multifamily Service Office in regions; or Elderly, Cooperative Congregate and Health Facilities Division, Office of Multifamily Housing Development, Department of Housing and Urban Development, Washington, DC 20410, (202) 426-8730.

Special Institutions:

American Printing House for the Blind, 1839 Frankfort Avenue, Louisville, KY 40206-0085, (502) 895-2405.

Objectives: To publish textbooks in braille, large print, or recordings for all blind students under college age. Materials are distributed to the schools and states through es-

tablished per capita allotments based on the total number of blind students.

Appropriations: FY 1983, \$5,000,000; FY 1984 estimate, \$5,000,000.

National Technical Institute for the Deaf, Rochester Institute of Technology, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623, (716) 475-6400.

Objectives: Provides a two to three year technical education to deaf and severely hearing impaired students. Reports on staff research in speech therapy, educational methods, and vocational training and placement. Offers sign language interpreter training, teaching internships, and workshops for employers, educators, and rehabilitation professionals.

Appropriations: FY 1983, \$26,300,000; FY 1984 estimate, \$26,300,000.

Gallaudet College, 800 Florida Avenue, N.E., Washington, DC 20002, (202) 651-5000.

Objectives: A private nonprofit educational institution providing college preparatory, undergraduate and continuing education programs for the deaf, and a graduate program in fields related to hearing impairment. Includes the Model Secondary School for the Deaf, which serves as a laboratory for educational experimentation and development, disseminates models for instruction for the deaf, and prepares deaf adolescents for post-secondary academic or vocational education; and the Kendall Demonstration Elementary School for the Deaf which develops exemplary educational programs and on-site instruction for children from infancy through age fifteen.

Appropriations: FY 1983, \$52,000,000; FY 1984 estimate, \$52,000,000.

Block Grant Programs

Each state which receives block grant funds under the Omnibus Budget Reconciliation Act of 1981 (Public Law 97-248) must comply with the requirements of Title XVII, Chapter 2, of the law. General block grant regulations were published in the *Federal Register*, Vol. 46, No. 190, dated October 1, 1981.

13.994—Maternal and Child Health Services Block Grants.

Objectives: To enable states to maintain and strengthen their leadership in planning, promoting, coordinating and evaluating health care for mothers and children and in providing health services for mothers and children who do not have access to adequate health care.

Uses and Use Restrictions: States may use funds for the provision of health services and related activities, including planning, administration, education and evaluation consistent with the description of intended expenditures and statement of assurances. Funds may not be used for (1) inpatient services other than those provided to crippled children or to high risk pregnant women and infants and such other inpatient services as the Secretary may approve; (2) cash payments to intended recipients for

health services; (3) purchase and improvement of land, construction or permanent improvement of buildings or purchase of major medical equipment; (4) matching other Federal grants; or (5) providing funds for research or training to any entity other than a public or private non-profit entity.

Applicant eligibility: Formula grants are available to state health agencies.

Appropriations: FY 1983, \$422,050,000; FY 1984 estimate, \$339,150,000.

Contact: State health departments, or: Division of Maternal and Child Health, Health Resources and Services Administration, Department of Health and Human Services, Room 6-05 Parklawn Building, 5600 Fishers Lane, Rockville, MD 20857, (301) 443-2170.

13.667—Social Services Block Grant Program.

Objectives: To enable each state as far as practicable to furnish a variety of social services best suited to the needs of the individuals residing in the state in the most efficient and effective method possible by using Federal block grant funds to provide services directed toward one of the five goals specified in the law.

Uses and Use Restrictions: Federal funds may be used for the proper and efficient operation of social service programs to enable eligible individuals to (1) prevent, reduce or eliminate dependency; (2) achieve or maintain self-sufficiency; (3) prevent neglect, abuse, or exploitation of children and adults; (4) prevent or reduce inappropriate institutional care; (5) secure admission or referral for institutional care when other forms of care are not appropriate.

Applicant eligibility: The 50 States, the District of Columbia, Puerto Rico, Guam, the Virgin Islands and the Northern Mariana Island. As of fiscal year 1984, federally recognized Indian Tribes are eligible for this program.

Appropriations: FY 1983, \$2,675,000,000; FY 1984 estimate, \$2,675,000,000.

Contact: The state agency which administered the Title XX program, the Governor's office, or: Director, Office of Policy Coordination and Review, Office of Human Development Services, 200 Independence Avenue, S.W., Washington, DC 20201, (202) 245-7027.

Uses and Use Restrictions: Funds may be used at the discretion of the state to achieve the described objectives except that the amount allotted for mental health must be used to support community mental health centers that otherwise would have received direct grants under the Community Mental Health Centers Act; and of the amount allotted for substance abuse, not less than 35 percent must be used for alcohol activities, not less than 35 percent of the substance abuse allotment for drug abuse activities, and not less than 20 percent for prevention/early intervention activities. Funds cannot be used for inpatient services, cash payments to recipients of health services, purchase of land or buildings, as non-Federal match, or to assist for-profit entities. Not more than 10 percent of the allotment can be used to administer block grant funds.

Applicant eligibility: State and U.S. Territory Governments; Indian Tribes or Tribal organizations.

Appropriations: FY 1983, \$468,000,000; FY 1984 estimate, \$462,000,000.

Contact: The Governor's office, which will forward the request to the state agency administering the funds, or: Office of the Administrator, ADAMHA/PHS, 5600 Fishers Lane, Rockville, MD 20857, Attn.: Mr. Richard Millstein, (301) 443-4564.

Disabled Veterans Programs

Veterans with service-connected disabilities may be eligible for benefits under a number of programs:

- **Disabled Veterans Outreach Program**, intended to provide job and job training opportunities for disabled and other veterans. Contact the nearest state employment office or: Veterans Employment Service, Department of Labor, Room S-1316, 200 Constitution Avenue, N.W., Washington, DC 20210, (202) 523-9105.
- **Automobiles and Adaptive Equipment for Certain Disabled Veterans and Members of the Armed Forces**, to provide financial assistance to certain disabled service members and veterans toward the purchase price of an automobile or other conveyance and adaptive equipment; and
- **Vocational Rehabilitation for Disabled Veterans**, to provide evaluation, education, training, employment-services, independent living services and all services and assistance necessary to enable service-disabled veterans and service persons hospitalized pending discharge to achieve maximum independence in daily living and, to the maximum extent feasible, to become employable and ~~able~~ employment; and

for Disabled Veterans with grants authorized to table housing units, ~~abilities~~ made necessary

Central Office, Wash-

Entitlement Programs

Handicapped individuals are entitled to financial support and assistance for medical payment under certain conditions. Federal contributions either go to the states for these payments to individuals as in the case of Medicaid or welfare, or directly to the individual as in the case of Social Security Disability Insurance, Supplemental Security Income, Special Benefits for Disabled Coal Miners, and Veterans Compensation for service and nonservice connected disabilities. States and localities may also provide financial support for certain handicapped individuals out of their own resources.

The Clearinghouse has produced a booklet outlining the general scope of Federal support: *A Pocket Guide to Federal Help for the Disabled Person*. This booklet is available without charge from the Clearinghouse on the Handicapped, Room 3132 Switzer Building, 330 C Street, S.W., Washington, DC 20202.

Federal Funding Announcements

The Health Resources and Services Administration, Public Health Service, HHS, announced in the *Federal Register* for December 19, 1983, that funds are available for grants and loans for the development and expansion of home health programs and services. HRSA will give preference to those applicants which intend to give services in areas where there is a high percentage of population composed of elderly (persons 65 and over), medically indigent, or disabled (those disabled persons receiving assistance under OASDI and SSI programs). Consultation, technical assistance, and additional information regarding applying for these funds are available from the appropriate HHS regional offices. Applications must be received by May 15, 1984.

The Department of Housing and Urban Development (HUD) announced in the December 23, 1983, *Federal Register*, that it will be accepting applications for fund reservations from eligible borrowers for direct loans for the construction or substantial rehabilitation of housing and related facilities for dwelling use by elderly or handicapped families under the provisions of Section 202 of the Housing Act of 1959. Applicants will also be accepted for loans for the acquisition, with or without moderate rehabilitation, of housing and related facilities for use as group homes for the nonelderly handicapped. More information is available from the HUD Field Offices. Applications must be received by April 30, 1984.

The Office of Special Education and Rehabilitative Services, U.S. Department of Education, announced in the December 23, 1983, *Federal Register*, that \$3,000,000 (See *Federal Funding*, page 20)

President Declares Goal Of Independence for Disabled Persons

The following remarks were made by President Reagan during a White House ceremony on November 28 when he signed Proclamation 5131 designating the National Decade of Disabled Persons.

Today I am establishing a clear national goal. Let us increase the economic independence of every disabled American and let us begin today.

The disabled want what all of us want—the opportunity to contribute to our communities, to use our creativity, and to go as far as our God-given talents will take us. We see remarkable achievements in medicine, technology, education, rehabilitation, and in preventive medicine. Voluntary efforts by the private sector help in a thousand ways. America is a caring society. But too often, federal programs discourage full participation by society. Outmoded attitudes and practices that foster dependence are still with us. They are unjust, unwanted, and non-productive. Paternalism is the wrong answer.

The maze of federal programs complicates matters even more. Thirty-two federal agencies fund handicapped research. There are at least forty-two separate federal programs specifically targeted toward the handicapped population with an annual budget in excess of 36 billion dollars. More than a hundred other programs provide handicapped services and support. Now, many good things are being done and federal programs help in countless ways. But the patchwork quilt of existing policies and programs can be as much of a hindrance as a help.

Programs overlap, they work at cross purposes, and worst of all, they don't always point toward independence and jobs. So we have a lot of work to do and this work will be done.

Since last April, a White House working group on handicapped policy has been looking at ways to better translate our goals of economic independence into an agenda for action. And that agenda is now underway. The Administration's review of the regulations implementing Public Law 94-142, The Education of All Handicapped Children Act, has been completed. The regulations are fine the way they are. No changes will be made and the program will be protected in its present form.

Now, today, I'm also announcing three new initiatives. We believe that each will result in far better coordination and consistency among federal programs.

The Department of Health and Human Services will direct a program to strengthen private sector job opportunities. This initiative will feature a new job cataloging service and a national campaign to coordinate and stimulate employment possibilities for the severely disabled.

Help is also needed to assist in the transition from special education to community integration and job placement. The Departments of Education and Health and Human Services have established a program to assist special education students during this transition.

Finally we are putting together a national information and referral system. The handicapped, their families and physicians need to be able to cut through the maze of public and private services and gain timely access to information and programs. This new network, managed by the private sector, will provide this badly needed service.

Now I know these programs are only a beginning, but we believe equal opportunity, equal access, and greater economic independence must be more than slogans. Whenever government puts welfare and charity before the opportunity for jobs it misses the mark. By returning to our traditional values of self-reliance, human dignity and independence, we can find the solution together. We can help replace chaos with order in federal programs, and we can promote opportunity and offer the promise of sharing the joys and responsibilities of community life.

I believe we can make this dream come true. You may face limitations, but not one of you here today lacks the courage, the will or the heart to do what others say cannot be done.

Let us rededicate ourselves to the tasks ahead. Let the spirit of the National Decade of Disabled Persons capture our imagination. In partnership between the public and private sector, among national, state and local organizations and between the disabled and the abled we can win the battle for dignity, equality and increased economic opportunity for all Americans.

Agreement on Principles of Caring For Disabled Infants

Nine national organizations concerned with the treatment of severely ill babies endorsed a set of "Principles of Treatment of Disabled Infants" in a signing ceremony, November 29, in Washington, D.C. The event was hosted by the American Academy of Pediatrics and the Association for Retarded Citizens. The statement has been developed during the past several months as a direct result of the organizations' interest and involvement in the so-called "Baby Doe" issue.

The nine organizations which signed the statement are: the Association for Retarded Citizens, the American Academy of Pediatrics, the Spina Bifida Association of America, the Down's Syndrome Congress, the National Association of Children's Hospitals and Related Institutions, the Association for the Severely Handicapped, the American Association on Mental Deficiency, the American Association of University Affiliated Programs, and the American Coalition of Citizens with Disabilities.

Principles of Treatment of Disabled Infants

- Discrimination of any type against any individual with a disability/disabilities, regardless of the nature of severity of the disability, is morally and legally indefensible.
- Throughout their lives all disabled individuals have the same rights as other citizens, including access to such major societal activities as health care, education and employment.
- These rights for all disabled persons must be recognized at birth.

Need for Information

There is a need for professional education and dissemination of updated information which will improve decision-making about disabled individuals, especially newborns. To this end, it is imperative to educate all persons involved in the decision-making process. Parents should be given information on available resources to assist in the care of their disabled infant. Society should be informed about the value and worth of disabled persons. Professional organizations, advocacy groups, the government and individual care givers should educate and inform the general public on the care, need, value and worth of disabled infants.

Medical Care

When medical care is clearly beneficial, it should always be provided. When appropriate medical care is not available, arrangements should be made to transfer the infant to an appropriate medical facility. Consideration such as anticipated or actual limited potential of an individual and present or future lack of available community resources are irrelevant and must not determine the decisions con-

cerning medical care. The individual's medical condition should be the sole focus of the decision. These are very strict standards.

It is ethically and legally justified to withhold medical or surgical procedures which are clearly futile and will only prolong the act of dying. However, supportive care should be provided, including sustenance as medically indicated and relief of pain and suffering. The needs of the dying person should be respected. The family also should be supported in its grieving.

In cases where it is uncertain whether medical treatment will be beneficial, a person's disability must not be the basis for a decision to withhold treatment. At all times during the process when decisions are being made about the benefit or futility of medical treatment, the person should be cared for in the medically most appropriate ways. When doubt exists at any time about whether to treat, a presumption always should be in favor of treatment.

Government and Community Support

Once a decision to treat an infant has been made, government and private agencies must be prepared to allocate adequate resources for appropriate services as needed to child and family for as long as needed. Services should be individualized, community-based and coordinated.

The Federal Government has a historical and legitimate role in protecting the rights of citizens. Among these rights is the enforcement of all applicable federal statutes established to prevent and remedy discrimination against individuals with disabilities, including those afforded by Section 504 of the Rehabilitation Act. States also have legitimate roles in protecting the rights of their citizens and an obligation to enforce all applicable state laws.

State Legislation to Protect Handicapped Children

Several states have enacted legislation to protect handicapped children. Governor Jim Thompson of Illinois signed a law on September 23, 1983, which mandates that all maternity hospitals and perinatal centers shall report to the Department of Public Health on all births of children with a handicap.

Guidelines will be developed for establishment of local institutional "Infant Bioethical Review Committees", which are charged with reviewing all cases involving decisions

(See *Handicapped Children*, page 20)

Mrs. Will Speaks on Improving Transition from School to Work

Excerpts from a speech given by Madeleine Will, Assistant Secretary for Special Education and Rehabilitative Services, at the annual meeting of The Association for the Severely Handicapped (TASH) at San Francisco on November 3, 1983.

Each year approximately 20,000 to 30,000 severely handicapped students leave public special education programs. Most of these severely handicapped students have bleak employment prospects. Joblessness of disabled persons is established to be between 50 and 75 percent. Educational and vocational services designed to lead towards employment are often unavailable or over-subscribed. As a result, transition of severely handicapped students from the structure and security provided by the school to productive, integrated adult life remains extremely difficult.

The dispersal of responsibility for relevant programs among several Federal agencies and their state and local counterparts compounds the transition problems. At present the lack of effective coordination among these agencies has resulted in an incomplete mosaic of services which frustrates the overall attainment of the transition goal.

Five suggested action steps to help remedy the problems of the transition period for severely handicapped students are:

- The establishment of appropriate postschool academic or vocational goals for all students of secondary school age which are integrated with the individual education plan (IEP).
- The development of functional vocational preparation models that maximize contact between these handicapped students, non-handicapped peers, employers and coworkers.
- Establishment within secondary school programs of instructional objectives adequate to prepare severely handicapped students for the various demands of life after school.
- The establishment of effective links among special education, vocational education, vocational rehabilitation and other adult service agencies which encourage, among other things, the effective coordination of the IEP and Individuals' Work Rehabilitation Program (IWRP).
- Establishment of post-school supported work models.

While major progress in each of these areas has been made, it has occurred on a comparatively isolated basis. The development of effective models and the training of professionals are crucial at this moment. The promise of P.L. 94-142 and the enormous effort invested in school-based programs must not be rendered futile by the failure

of this vital transition process. You (the members of TASH), have demonstrated that these children can enter productive, integrated adult lives. Now we must concentrate our joint efforts on ensuring that they do.

On-Going Support for Work and Community Living

While many outstanding achievements have occurred in the school-based preparation of severely handicapped students for work, there has not been enough exploration of the ongoing support needed for sustained and successful employment and community integration.

As we plan for adult services for severely handicapped adults, I believe a fundamental principle must guide our efforts at Federal and local levels. Just as we proved that severely handicapped children did not have to "get ready" to come to school by becoming toilet trained, becoming ambulatory, or recovering from medical disorders, so too is it unnecessary for severely handicapped adults to get ready for life. I am amazed at the "readiness" emphasis in adult services. One must "get ready" for sheltered workshops, where one is expected to "get ready" for employment. In residential services, elaborate curricula have been established, through which one "gets ready" for group homes, "gets ready" for community integration, "gets ready" for personal choices, and so on.

We need to replace the **readiness model** of adult services with a **support model**. I believe that every severely handicapped individual can live and work in community settings, earn an income, have friends, and enjoy a range of chosen activities—if individually tailored supports are provided. Whether we ask about individual readiness or individual support needs is entirely an issue of service design.

As an example, let me describe one of my initiatives in the area of employment. Instead of prevocational readiness programs, I propose an ongoing **supported employment** model to serve large numbers of severely handicapped persons. These programs, familiar to many of you, are unavailable in most American communities. Short-term, case closure "rehabilitation" models, cannot and have not worked for individuals with severe disabilities. The "supported work" models, on the other hand, would combine the wage earning concept with on-the-job "community teaching."

In addition to "supported-work" strategies, support services and programs in housing, transportation, recreation and leisure areas need to be developed to support the severely handicapped adult in the community. The programs need to be organized so as to provide a continuum of service alternatives from those which are most highly

(See *Transition*, page 20)

Effects of Zoning On Group Homes

Group homes have become an important source of care of mentally disabled persons as an alternative to institutional care. The Subcommittee on Civil and Constitutional Rights asked the United States General Accounting Office (GAO) to explore the effects of zoning and other land use policies and practices on the establishment of group homes to help return mentally ill and mentally retarded persons from institutions to the community.

GAO surveyed 535 group homes in operation during 1980 and 1981, 246 local government zoning officials, and directors of mental health and mental retardation programs in 45 states and the District of Columbia.

Analyses of responses revealed that zoning and other land use policies and practices in metropolitan areas were not major hindrances for most sponsors in establishing group homes. Also group homes generally did not adversely affect the communities in which they were located, as measured by facility features and other factors. According to group home sponsors, obtaining adequate funding and finding a suitable facility or site for clients generally caused greater difficulty than zoning and related land-use requirements.

The typical group home in the review accommodated about six clients with a staff of two. A somewhat greater portion of the homes served the mentally retarded than the mentally ill. Equal numbers of males and females were served with about half the clients in the age group of 19-35, 25% aged 36-65, 12% adolescents between 15 and 18 years of age, 10% children under 14, 4% persons over 65. Most facilities were sponsored and started by private nonprofit organizations and other private sponsors. Over half of the group homes used state, local, or federal government funds to meet start-up costs. Almost all group homes derived portions of their operating funds from clients' Supplemental Security Income (SSI) and other federal programs, but state assistance and clients' personal income aside from SSI were also common funding sources.

Most of the group homes were located in stable, suburban, middle class neighborhoods with easy access to a variety of community services. Sixty-five percent of all group homes were located in urban-outlying or suburban areas, 30% in downtown urban areas, and 5% in rural areas. Overall, communities accepted group homes more often than not. About 30% of the sponsors participated in public hearings relating to the establishment of their group homes. About equal numbers reported facing considerable opposition during hearings or receiving considerable support. About half the sponsors made efforts to secure the community's good will by contacting their new neighbors, community groups, and influential citizens. About 37% of the group homes were subject to some complaints from the community after establishment of the homes.

Difficulty in obtaining funds to establish and/or operate group homes was reported by 38% of sponsors and con-

firmed by information from state mental health and mental retardation directors. The number of administrative requirements and complicated procedures associated with obtaining funds under Medicaid, the SSI program (for mentally ill), the housing loan and subsidy programs for the elderly and handicapped administered by the Department of Housing and Urban development were cited as major obstacles to deinstitutionalization and community placement.

In spite of the impressive growth rate of group homes—1% of those reviewed were established before 1960, 10% in the 1960's, and 68% in the 1970's—additional group homes are needed for those who remain in institutions. For the 18 states which reported how long mentally ill patients had to wait before being placed in group homes, the average waiting time was 16 months; for 24 areas which reported waiting time for mentally retarded, the average was 17 months.

GAO concludes its report by pointing out that many states and communities had not planned for the establishment of group homes, that no planning strategies had been developed to coordinate funding among the various levels of government and the private sector. Planning is especially important to avoid clustering of special population facilities which adversely affects community placement efforts and decreases the opportunities for clients to associate with the population at large.

Single copies of the report, *An Analysis of Zoning and Other Problems Affecting the Establishment of Group Homes for the Mentally Disabled*, may be ordered from: U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760.

Handicapped Children In Head Start

In its ninth annual report to Congress on the status of handicapped children in Head Start programs, the Administration for Children, Youth and Families, HHS, reported that 45,430 handicapped children were served by 1741 Head Start programs across the nation during 1981. Children professionally diagnosed as handicapped accounted for 12.3% of the total enrollment which more than meets the legislative mandate that at least 10% of children in Head Start programs must be handicapped individuals. All states with the exception of Alaska and Connecticut had an enrollment which met or exceeded 10%.

Head Start continues to be the largest program that includes preschool handicapped children in group experiences with non-handicapped children on a systematic basis. Primary handicapping conditions of children served were: 59% speech impaired, 11.7% health impaired (which includes chronic conditions such as epilepsy, leukemia, diabetes, etc.), 6% seriously emotionally disturbed, 6% orthopedically handicapped, 5.8% mentally

retarded, 4.7% learning disabled, 3.4% hearing impaired, 2.8% visually impaired, 0.3% deaf, and 0.3% blind.

Handicapped children enrolled in Head Start receive a whole range of services which include education, social services, medical, dental, nutrition and mental services. In addition there is parent involvement and special services provided to parents such as counselling, referral to other agencies, visits to homes and hospitals, and transportation.

To make all these services possible, Head Start programs have given priority to staff training such as teachers, aides and coordinators of health and handicapped services who are now available in 95.8% of Head Start programs. In addition, Head Start involved 6,679 volunteers and 2,891 additional staff from outside agencies.

The Administration for Children, Youth and Families facilitated implementation of mainstreaming handicapped children in Head Start programs through the funding of a national network of fifteen Resource Access Projects (RAPs) to provide technical assistance and training to a designated number of Head Start grantees in each ACYF region in the country. Head Start programs have also made modifications of their physical facilities in order to serve handicapped children. Besides removal of architectural barriers, Head Start programs acquired special materials and equipment, and 18.1% indicated that they had acquired special transportation equipment to serve handicapped children. For 13.4% of the programs, it was reported that they still need special transportation equipment.

Handicapped Head Start students also got help for the transition to public schools. Head Start personnel served as advocates for these children, helping parents understand how they can participate in developing Individual Education Programs (IEPs) for their children.

Fewer MR Offenders In State Prison Systems

According to a 1983 study done by Drs. George and Kathryn Denkowski, only about 1.8% or about 7,000 persons in the state prison systems are mentally retarded. This is in marked contrast to existent data which indicates that 4.1 to 39.6 percent of the nation's state prison population is comprised of mentally retarded offenders.

The authors surveyed 50 administrators heading the states' adult correction systems. Information gathered through questionnaires was on prevalence (total state prison population, total MR inmate population), on identification procedures, difficulties ascribed to MR inmates, and special services provided or anticipated in the near future for MR inmates.

Responses precluded arriving at accurate prevalence data for the MR population since 12 of the reporting prison systems do not have routine identification procedures; inmates are referred for psychological testing only if they

show marked deficits. In two states only new admissions who are under 21 years of age are evaluated for mental retardation, in two states inmates are assessed but no prevalence data are maintained, and two states have such data only for the most recent admissions since MR evaluation had been initiated only recently. Among the states which test routinely, diagnostic criteria tend to vary. Nineteen states use the WAIS-R IQ scores but cut-off scores vary from 60 to 78. Considering all these limitations on the data obtained a 1.8 prevalence rate is a composite rate.

According to the authors, empirical data which document that MR offenders experience inordinate difficulties adjusting to prison life do not exist. Thirty-four percent of the respondents to the survey did not answer the question on adjustment. But there was persuasive agreement among respondents that the mentally retarded offenders are manipulated and victimized by the general prison population. In 14 states where MR offenders are routinely identified they are mainstreamed with the general prison population. In 19 states that do not identify MR offenders, it can be assumed that no special rehabilitation services are provided for this population. Four states strive to transfer inmates who function below the mild range of retardation to their state MR/DD systems. Of 13 states which reported prison-based services designed for MR offenders, special education is described as the primary rehabilitation vehicle. In seven of those states these services were voluntary, not uniformly available or only for those under 21 years of age. Three systems offered some form of vocational training and pre-release planning.

Requests for further information should be addressed to: George C. Denkowski, Ph.D., 4320 Bellaire Drive South, Fort Worth, TX 76109.

Social Security Public Information Computerized

The Social Security Administration published a notice in the December 5, 1983 *Federal Register* announcing that SSA intends to provide Social Security public information material to the electronic database of CompuServe Information Service, 5000 Arlington Centre Boulevard, Columbus, OH 43220. CompuServe is a privately owned electronic database service that offers information to subscribers via their computer terminals. The Social Security public information material will initially consist of several of SSA's general publications, a list of all current SSA publications, and general facts and statistics about the Social Security program. These materials are available in printed form free to the public through any Social Security office. Identifying information from Social Security records concerning private individuals will not be provided to CompuServe. Comments and inquiries may be sent to: L.G. Cary, Acting Chief, Planning, Operations, and Evaluation Staff, Office of Information, Room 4-E-6 West High Rise Building, Baltimore, MD 21235.

Early Childhood Conference

"Infants and young handicapped children need the cooperation of all disciplines . . ." and "... parents need more voice and action in the medical and educational intervention of their children." These statements of Madeleine Will, Assistant Secretary, OSERS, provided the keynote for the 1983 Annual Early Childhood Conference, held December 12-15 in Washington, D.C. This conference, funded by the Handicapped Children's Early Education Program of Special Education Programs, Office of Special Education and Rehabilitative Services (OSERS), brought together nationally recognized experts in all disciplines to teach, highlight new research findings, and promulgate improved methods of treating and educating infants and preschool handicapped children. The 600 participants representing a wide array of specialists learned from one another what works best with this highly vulnerable population. All agreed that further conferences were needed, that research and new models were vital to enlarge and enrich the body of knowledge, and that the repertoire of skills necessary to help handicapped children as early as possible needed constant updating and honing.

Proceedings of the Early Childhood Conference will be available in late Spring from: Special Education Programs, Division of Innovation and Development, Room 4616 Switzer Building, 330 C Street, S.W., Washington, DC 20202.

New Reports on Early Special Education

A 1982-83 directory and overview of projects of the Handicapped Children's Early Education Program (HCEEP), Special Education Programs (SEP), U.S. Department of Education, has recently been produced by the Technical Assistance Development Systems (TADS) in Chapel Hill, NC. The projects listed are supported by SEP grants and contracts.

SEP and TADS hope the 1982-83 HCEEP Overview and Directory will stimulate interest in the needs of America's young handicapped children and their families and further the aim of HCEEP—to create more and better services for all young handicapped children. The document is intended to show families what programs can help their children. Service providers may use it to collaborate with other professionals. Lawmakers, administrators, and other policy makers may refer to the document for a comprehensive, up-to-date portrait of the diverse activities their decisions may affect.

The book includes an introduction on the history of the HCEEP network and the results of a recent evaluation study. An overview section summarizes the activities of the five types of HCEEP projects: demonstration, outreach, and State Implementation Grant (SIG) projects;

early childhood research institutes; and the technical assistance center (TADS).

Descriptive abstracts of the 117 HCEEP projects are grouped according to the five types of projects in a directory section. Each abstract includes the characteristics of the target population (age, handicapping conditions served, etc.); information about how the program serves children and how parents are involved, how the child's progress is measured, products developed by the project (i.e., publications, visual aids); and addresses and telephone numbers for each project.

An index serves as a key to specific demographic and operating information about the HCEEP demonstration, outreach, and State Implementation Grant projects. It is a guide to programs serving specific age or ethnic groups or children with specific disabilities, programs in specific service delivery settings, or programs using certain child assessment measures for planning instruction or program evaluation, or programs involved with parent/family activities, and other pertinent information.

The Handicapped Children's Early Education Program, 1982-83 Overview and Directory, a soft-cover 175-page publication, is available at \$6 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. The stock number is 065-000-00190-0.

The results of a study conducted by the Colorado Department of Education have been published in a report entitled *Effectiveness of Early Special Education for Handicapped Children*. The study was commissioned by the Colorado General Assembly to respond to the concern, "Is preschool special education for handicapped children a sound investment? With current economic constraints, early childhood special education programs must produce evidence that they are cost effective for policymakers and taxpayers to support them."

The Colorado Department of Education reviewed relevant studies of the efficacy, the impact, the costs and the benefits of early intervention programs in an attempt to respond to three fundamental questions researchers have tried to answer during the last twenty years: Can early education ameliorate or eliminate a child's learning handicap? Do the effects of early education last? Is early education cost effective? The Department considered national research studies as well as a research study of Colorado children which was performed by Dr. Rita Weiss of the University of Colorado.

Major conclusions of the Colorado study are:

- If some handicapped children are not helped at an early age, their handicaps may become compounded and produce the need for more intensive services.
- Early childhood programs positively influence development and this positive impact significantly affects later development and performance.
- Early special education can reduce the effects of a handicapping condition and result in higher scholastic achievement.

- Early childhood programs can reduce the need for lengthy and costly special education services at a later time.
- Early education is effective for all types and levels of handicapping conditions. Substantial gains have been documented for mild, moderate, and severely handicapped children.
- Early education reaps immediate and long-term gains for handicapped children, their families and society; delaying is costly to everyone.

The report includes a chapter on case histories of children in early special education programs and a bibliography of other publications.

Single copies of *Effectiveness of Early Special Education for Handicapped Children* are available without charge by sending a self-addressed mail label to: Bryan McNulty, Ph.D., Colorado Department of Education, First Western Plaza, 6th Floor, 303 W. Colfax Avenue, Denver, CO 80204.

A representative from the mental health field who works with self-help groups of restored mental patients brought to everyone's attention that few independent living centers serve mental patients in spite of the great need for continued support and assistance of deinstitutionalized persons. Questions facing independent living centers: Should and could they serve all disability groups? How could they build better coordination and cooperation with existing services for the developmentally disabled? How could they extend their help to the mentally retarded who can live independently in the community but have unmet needs such as recreation and socializing with other people?

The ILCs have money problems galore, not just lack of funds to do more but anxieties on the part of institutions of losing clients to independent living, thereby diminishing the institution's income. Their clientele is hampered by barriers for handicapped persons to seek part-time or low-wage employment because it jeopardizes SSI or SSDI income and medical benefits. ILCs have to work with too many different money sources with too many different rules and regulations.

The discussion of these and many other issues and concerns made it abundantly clear that the advocates could use an advocate to help them improve services. To this end the ILCs made five recommendations to the National Council to use its good offices to:

- meet the great need for data including information on existing independent living center service models, cost data and demographics of ILCs' clientele;
- get independent living curricula built into special education programs in the schools;
- prevail on Congress to fund Part A, Title VII Comprehensive Services for Independent Living, of the Rehabilitation, Comprehensive Services, and Developmental Disabilities Amendments of 1978 (Public Law 95-602). To date appropriations have been made only for Part B.
- establish a standing committee, including an advisory group of no less than eight representatives of the independent living movement, to provide ongoing assessment, analysis, and program initiatives with regard to independent living;
- explore the extension of independent living principles to disability groups not currently adequately represented in the independent living movement, including developmentally disabled, mentally retarded, and mentally ill persons.

Mr. Justin Dart Jr., Vice Chair of the National Council on the Handicapped, expressed his satisfaction with the issues brought to light during the conference and the recommendations made to the Council. He touched especially on the establishment of a permanent Subcommittee on Independent Living which could strengthen linkages between government, various agencies, and the disabled community of America.

Independent Living— A Movement or a Service?

A conference on independent living for persons with all types of disabilities was co-hosted by the National Council on the Handicapped and the National Institute of Handicapped Research, Office of Special Education and Rehabilitative Services, on December 12 in Washington, D.C. In attendance were representatives from several independent living centers around the country and from groups representing or providing community services for developmentally disabled and mentally ill adults, consumer advocates and resource people, who discussed with Council members issues and concerns confronting the independent living movement.

Many of the independent living centers (ILCs) now in existence are funded by Title VII money from the Rehabilitation Services Administration. All of them experience that the needs of handicapped persons in the community are much greater and more diverse than their resources to meet them. ILCs face the problem of where to put their slim resources on a daily basis: should they be deployed for one-to-one services for handicapped individuals or on advocacy for systemic changes in the community and service delivery? The latter requires good communication links with organizations and agencies serving handicapped people, knowledgeability of the community power structure, high visibility in the community and explanation of what the independent living movement is all about, and much skill to mobilize community resources to bring about better services for all handicapped individuals.

Announcements

NAD Convention Announced

The National Association of the Deaf (NAD) has announced its 37th Biennial Convention for July 3-8, 1984, in Baltimore, MD. The convention will be hosted by the Maryland Association of the Deaf and held at the Baltimore Convention Center.

The program will include workshops, seminars, business sessions, exhibits, the Miss Deaf America Beauty Pageant, and a number of social events of interest to consumers, parents, professionals, and advocates.

Information about exhibits, tickets, hotel reservations, or the program is available from the Convention Chairperson, William E. Stevens, 10317 Royal Road, Silver Spring, MD 20903. For information on workshops and seminars, contact Dr. Roslyn Rosen, Dean, College of Continuing Education, Gallaudet College, Washington, DC 20002.

Toll-Free LD TEENLINE Announced

Closer Look has announced the opening of an LD TEENLINE, a toll-free information and referral service for parents of learning disabled teens, educators who serve them, and the teenagers themselves. A staff of volunteers will provide information about educational advocacy, vocational education, postsecondary education and training, vocational rehabilitation, community resources, and publications. A special packet is available with information for parents and educators who help prepare adolescents for careers and vocations, independent living and postsecondary education.

The LD TEENLINE is a project of Closer Look/The Parents' Campaign for Handicapped Children and Youth, and is funded by a grant from the Foundation for Children with Learning Disabilities in New York.

For more information call (800) 522-3458 between 10 a.m. and 4 p.m. (in Washington area, call 822-7900), or write: Parents' Campaign for Handicapped Children and Youth, 1201 16th Street, N.W., Washington, DC 20036.

CEC's 62nd Annual Convention

The Council for Exceptional Children has announced its 1984 convention to be held April 23-27 at the Washington, D.C. Convention Center. CEC's conventions are designed as forums for teachers, administrators, teacher educators, students, parents, and support personnel to explore current issues, ideas, technology, products, and services designed to improve the quality of education for handicapped and gifted students. Over 500 professional sessions will cover research findings and model practices in the areas of administration, instruction, support services, and teacher education. Sessions will be conducted by the 12 divisions of CEC, and a series of intensive workshops will cover 18 topics, including delivery of services to urban areas, technology futures, professional standards, educating adjudicated handicapped students, public/private partnerships, and women in special education leadership roles. Special features will include an exhibit show, personnel recruitment, continuing education units, and a film theatre. For further information, write: Department of Field Services, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091, (703) 620-3660.

LD Network Announces Meeting

The National Network of Learning Disabled Adults has announced its annual General Assembly to be held on May 2, 1984, in Washington, D.C., in conjunction with the annual conference of the President's Committee on Employment of the Handicapped.

The Network is a national organization of learning disabled adults, established in 1980 to give support to others with learning disabilities and to educate the public about LD.

Among the topics for this year's program are: "Underemployment and Unemployment of the Learning Disabled Adult," "The Psychological Aspects of Being LD," and "Concerns LD's Have about Marriage and Raising a Family." The public is invited to attend the General Assembly and to join the Network. For further information, contact: Dr. Richard Cooper, P.O. Box 716, Bryn Mawr, PA 19010, (215) 275-7211.

Announcements

Conference Announced On Genetic Blood Disorders

The Sickle Cell Disease Branch, Division of Blood Diseases and Resources, NIH, HHS, is planning a national conference on Self-Help Groups for Genetic Blood Disorders for June 1984. The purpose of this conference is to provide a forum for sharing experiences and information on the organization, function and effectiveness of self-help and mutual support groups for persons with chronic genetic blood diseases and their families, to establish a network for sharing information and resources about self-help groups, and to develop models for self-help groups with genetic blood diseases. For example, at present few self-help groups exist for sickle cell anemia patients and their families. Further information is available from: Dorothy O. Blackburn-Jefferson, Ph.D., Division of Blood Diseases and Resources, National Heart, Lung and Blood Institute, NIH, Federal Building, Room 508, 7500 Wisconsin Avenue, Bethesda, MD 20205, (301) 496-6931.

TS Research Workshop Planned

A Tuberous Sclerosis Research Workshop, co-sponsored by the National Institutes of Health (NIH) and the Tuberous Sclerosis Association of America (TSAA) has been scheduled to coincide with the annual meeting of the American Academy of Neurology in Boston in April 1984. An international group of leading clinicians, research scientists and physicians will gather to consider future directions for TS research. A high priority of the workshop will be the development of a community of scholars interested in furthering the understanding of this disease.

In a separate research initiative, the State of Massachusetts enacted a law establishing a screening program for newborns which will be implemented in 1986. It requires that all newborns be tested for TS before they leave the hospital. The screening is a simple procedure using ultraviolet lights to test the white spots associated with TS. Its goal is faster diagnosis of TS for more prompt and more effective treatment. It is hoped that the program will become a model for other states.

The Tuberous Sclerosis Association of America, Inc., is located at P.O. Box 44, Rockland, MA 02370, (617) 878-5528.

New University Programs Announced

Two universities have announced new programs in the rehabilitation area:

The University of Arkansas offers a graduate degree in rehabilitation counseling with a specialty in independent living. The Masters of Education program involves four semesters of study in rehabilitation counseling, general counseling course work, and an internship. The graduate program staff is particularly interested in recruiting as students, individuals who have had experience working in independent living programs. A limited number of financial assistantships are available; however, applications for them must be received by March 15. Additional Information is available from: Program Coordinator, Rehabilitation Education, 346 N. West Avenue, University of Arkansas, Fayetteville, AR 72701, (501) 575-3656.

Drake University, Des Moines, IA, is now offering a vocational rehabilitation in business and industry program to train personnel from the private and public sectors in developing new methods and techniques of job development and job placement of injured workers and other disabled persons. This new work-study program is designed for professionals employed in the insurance industry, business and industry, private facilities and state agencies with courses in module format so that students may complete the Drake graduate degree while remaining in their present jobs. For further information, contact: National Vocational Rehabilitation Job Development/Job Placement Institute, c/o College of Education, Drake University, Des Moines, IA 50311, (515) 271-2962.

Newsletters Announced

The *Disability and Chronic Disease Newsletter* is published by Irving Kenneth Zola of the Department of Sociology, Brandeis University, Waltham, MA 02254. It reports on all aspects of sociology as it relates to disabilities, announces coming events, discusses current research, reports on dissertations, and features film and book reviews. At present the newsletter is free but this could change in the future.

Special Recreation Digest is a newsletter produced by John A. Nesbitt of Special Recreation, Inc., 362 Koser Avenue, Iowa City, IA 52240, (319) 337-7578. The newsletter is intended to serve people worldwide who are concerned about the recreation rights, recreation needs and recreation aspirations of people who are ill, impaired, disabled or disadvantaged. Readers are invited to contribute to the various columns. A one-year subscription is available at \$28.

NEW PUBLICATIONS

COMMUNICATION AIDS

Communication Aids for Children and Adults is the title of the fall 1983 catalog of Crestwood Company, manufacturer of the aids. The catalog lists a New Talking Pictures Kit (Kit II—Community Living Needs). Kit I is "Survival Living Needs." The purpose of Talking Pictures is to provide a basic means of communication for individuals who have difficulty expressing their needs and/or cannot be understood by others. The kits can also be used as effective tools in therapy to improve auditory and visual comprehension and to expand expressive language. They are multilingual (English, Spanish, German, French, and Italian) and are intended for use in hospitals, schools, homes, rehabilitation centers, nursing homes, and other institutions. The catalog, which also lists pages of other communication aids, is available from: Crestwood Company, Department NAL 1, P.O. Box 04513, Milwaukee, WI 53204, (414) 351-0311.

TOTAL: Teacher Organized Training for the Acquisition of Language is a preschool curriculum to provide structured training for language-impaired children from three to six years old. *TOTAL* introduces a basic functional 250-word core vocabulary (both verbally and in sign) presented and reinforced in seven component publications. *TOTAL Curriculum Guide* offers the overall structure, including schedules, goals and objectives, and reproducible pre- and post-tests at three track levels. *TOTAL Tales* contains 15 developmental storybooks in color. The 15 topics in these stories and the appropriate vocabulary are repeated in *TOTAL Teaching Pictures and Photographs*, *TOTAL Tunes*, *TOTAL Art and Enrichment Activities*, *Gross Motor Games and Activities*, and *Fine Motor Activities* (reproducible worksheets). For further information, contact: Communication Skill Builders, P.O. Box 42050, Tucson, AZ 85733, (602) 323-7500.

STUDENT AWARENESS

Accepting Individual Differences (AID) is a curriculum for the elementary school student to develop an understanding of disabilities, reduce fear of handicapped people, and encourage accepting and helpful behavior toward disabled people. Developed by the City University of New York at Hunter College, the AID curriculum is organized in sequential steps with five teacher's guides: Overview, Visual Impairment, Hearing Impairment, Motor Impairment, and Mental Retardation and Learning Disabilities. It includes four flip books with discussion stimulating photographs and a cassette tape: Visual Impairment, Can You Hear Me, The Speech of Hearing Impaired Students (cassette tape), I Knew I Could Do It, and Amy Can Learn. The nine books and tape are available as a set at \$6.50 from: New York State Education Department, Publications Sales Desk, Room 169, Education Building Annex, Albany, NY 12234.

RELIGIOUS LIFE

The Exceptional Child: A Guidebook for Churches and Community Agencies, edited by James L. Paul, is intended for parents, clergy and community leaders whose attitudes and behaviors significantly influence the lives of disabled children. The contributors, who are experienced professionals who have also worked as volunteers in the church and community, describe the specific nature of the children's needs and problems and practical approaches to meeting these needs in easily understood language. The book will help congregations meet the challenge of including handicapped children in the mainstream of church and community life. This 170 page paper cover book is available at \$12.95 plus \$1.25 postage and handling from: Syracuse University Press, 1600 Jamesville Avenue, Syracuse, NY 13210.

PARENT INFORMATION

A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities by Cory Moore, Kathryn (Peg) Gorham Morton, and Anne Southard, is the 1983 update to a 1976 edition with the same title. It contains annotated bibliographic references to books and pamphlets dealing with all handicaps or specific disabilities. Each section has a list of briefly described organizations to which readers write for more information. Finally there is a section describing books on handicapped children written for young readers. The book contains a wealth of information, some of which is not as up-to-date as users may wish. There will be some disappointments when requesting a publication listed which is out of print, or writing to an organization which does not exist anymore. However, there is such a wide choice that users are bound to receive information of interest to them. Single copies are available free—send a self-addressed mail label to: National Maternal and Child Health Clearinghouse, 3520 Prospect Street, N.W., Ground Floor, Washington, DC 20057, (202) 625-8400.

AIDS AND DEVICES

Motor Education Equipment is a catalog with 144 pages of products designed to assist special children and adults in daily living. The catalog lists therapeutic aids, learning devices, and rehabilitation products (for example, wheelchair trays, therapy tables, cruisers and strollers for exceptional children, walkers and utensils to simplify self-feeding). There are over 1,500 athletic and recreational products for therapeutic environments or mainstreaming, aggression release, developing motor coordination, improving self-image, or life-long recreation. The catalog is available without charge to all teachers, administrators, therapists, and physicians from: Flaghouse, 18 West 18 Street, New York, NY 10011, (212) 989-9700.

NEW PUBLICATIONS

HEARING IMPAIRMENT

What You Should Know about TDDs is a free brochure on how to select telecommunications devices—a typewriter-like device connected to a telephone for use by people who have hearing impairments. The brochure gives information on selection, potential problems with TDDs and how to solve them. It also discusses new trends for TDDs and lists national agencies that sell the units. The brochure is available from: Public Information Office, Rochester Institute of Technology, National Technical Institute for the Deaf, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623.

WHEELCHAIRS

Wheelchair III—Report of a Workshop on Specially Adapted Wheelchairs and Sports Wheelchairs was developed out of the third in a series of workshops sponsored by the Rehabilitation Engineering Society of North America (RESNA) and the Veterans Administration Rehabilitation Research and Development Service. In an effort to assure that technological advances made in recent years are transferred to the most wheelchairs users at a reasonable cost, the researchers, manufacturers, and users who participated in Wheelchair III developed a set of recommendations for future research and development, and called on the Federal Government and industry to use a system approach incorporating characteristics described in a technical section of the report. The recommendations stress the need for consumer input into all future research and development programs for powered wheelchairs, and for short-term solutions using existing technology as well as for long-term guides for development and evaluating technology of the future. Copies of the report are available at \$10 from: Rehabilitation Engineering Society of North America, 4405 East-West Highway, Suite 402, Bethesda, MD 20814, (301) 657-4142.

The Independent Living Research Utilization project of Houston has produced a 30-minute color videotape called "Ball Bearings and Bent Spokes: A Consumer's Guide to Wheelchair Repair and Maintenance." The tape is intended to show users how they can learn ways to avoid expensive repairs by following simple/easy inspection, maintenance, and repair procedures that they can do themselves. The videotape was designed to be used by organizations that offer training in wheelchair maintenance, including independent living programs, vocational rehabilitation agencies, rehabilitation centers, consumer organizations, and others. Either a $\frac{3}{4}$ " u-matic video cassette or $\frac{1}{2}$ " VHS video cassette is available at \$100 from: ILRU, P.O. Box 20095, Houston, TX 77225.

INDEPENDENT LIVING

A Region V report, *The Economic and Societal Benefits of Independent Living Services*, is now available in braille. The report was described in the September/October 1983 issue of *Programs for the Handicapped*. It offers "snapshot" profiles of 13 Region V Centers for Independent Living Services and their clients, and gives a brief description of the funding sources, services provided, disabilities served and status of the 10 centers funded by the Rehabilitation Services Administration. The brailled report is available for \$7.95 from: Library of Michigan, Media Center for the Visually Impaired, Pine at Maple Street, Lansing, MI 48913.

Request for Information

The Human Services Research Institute (HSRI) in Boston has received funding from the Office of Planning and Evaluation, Department of Health and Human Services, to collect information, commission papers, and sponsor a conference on family support of developmentally disabled persons. HSRI requests assistance in locating program examples of suggestions designed to increase family involvement with developmentally disabled or otherwise handicapped family members.

HSRI is especially interested in obtaining information on programs that provide family support through any of the following strategies: 1) family self-help or advocacy training; 2) estate planning and/or trust arrangements; 3) publicly financed cash subsidies; 4) family support services (e.g., parent training, respite care and foster care); 5) federal and/or state tax policies.

Information received will be used to develop a better understanding of the factors associated with increased or decreased family involvement, models of family support, and state and federal policy recommendations pertaining to family support and involvement. Program descriptions or suggestions will be accepted in any format. Send summaries to: Valerie J. Bradley, Human Services Research Institute, 120 Milk Street, Eighth Floor, Boston, MA 02109, (617) 542-1812.

Handicapped Children

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to withhold life sustaining medical and surgical treatment from hospitalized infants. Infants identified as having a handicapping condition that is life threatening would require transfer to a regional perinatal center. These review committees would be made up of members of the medical profession and the local community.

All maternity hospitals and perinatal centers are required to provide information to parents of children with handicaps to insure informed consent for treatment and to provide information and counseling services to assist parents and families in obtaining habilitation and rehabilitation services.

The legislation was supported by the Illinois State Medical Society and the Illinois Nurses Association.

Federal Funding

(Continued from page 8)

will be available to support 30 new demonstration projects relating to education of handicapped children. Applications are invited for new model demonstration projects under the Research in Education of the Handicapped program. Half of the money will support program 84.023D—Research in Education of the Handicapped—Handicapped Children's Model Demonstration Projects/Youth Employment Projects, and the other \$1,500,000 will support 84.023G—Research in Education of the Handicapped—Handicapped Children's Model Demonstration Projects/Post-Secondary Projects. Applications for either program may be submitted by institutions of higher education, states, state or local educational agencies, and other public or nonprofit private educational or research agencies and organizations. Applications must be received by March 5, 1984. For further information, contact: For 84-023D: Mel Appell, and for 84-023G: Bill Halloran, Special Education Programs, 3521 Switzer Building, Washington, DC 20202, (202) 472-5296.

Transition

(Continued from page 11)

structured and supervised to those which stress much greater autonomy and flexibility. In addition, effective models for the training and support of families during the transition process should be part of the transition goal.

As the severely handicapped youth leaves school, it is essential that the evaluation standards used in school-based programs be replaced with evaluation of his/her potential for successful integration into the community, such as employment and wage-earning, independent living, and other forms of community integration.

The development of coordinated "adult service" programs for severely handicapped persons in support of successful transition is complicated by the wide variety of funding sources, entitlement and eligibility criteria and program administration approaches which form the incomplete mosaic to which I referred earlier. Mastery of Medicaid community service waiver procedures and a complete understanding of the procedures for requesting special transportation assistance or housing subsidies, for example, are often as important as the definition of program content.

Taken together, then, the accomplishment of the major objectives for the transition goal—the provision of ongoing support for work and community services, better services before or near graduation—represents a blend of "supported work" strategies, a continuum of independent living support services, and mastery of the necessary information and skills to obtain crucial financial support.

Request for Information From Parents

The Institute for Family Research and Education in Syracuse, NY, requests information from parents to assist in the development of a book on management of a disabled child. Parents are asked to write about their children and experiences they feel were important in helping them. Parents are encouraged to write for a questionnaire, and may respond to only those questions reflecting their own experiences. Any parent who responds will receive a complimentary copy of a Public Affairs Pamphlet, *Getting Help for the Disabled Child—Advice from Parents*. Contact: Dr. Sol Gordon, The Institute for Family Research and Education, 760 Ostrom Avenue, Syracuse, NY 13210.

Notice to Taxpayers With Disabled Dependents

For the first time, Internal Revenue's short form (1040A) includes a line for the Dependent Care Tax Credit, making the credit available to taxpayers who earn under \$15,000 and who file the short form.

Taxpayers who pay someone to care for a dependent who is under 15, a disabled dependent, or a disabled spouse so that the taxpayer can work or look for work, may be able to take a tax credit of up to 30% of the amount paid for care. A taxpayer with one qualifying dependent may use up to \$2,400 of care expenses to figure the credit; and with two or more qualifying dependents, up to \$4,800 may be used to figure the credit.

Before filling income tax forms this spring, taxpayers should contact IRS for Form 2441, "Child and Disabled Dependent Care Expenses."